



Summit Public Schools

Grade 5

English Language Arts Curriculum

Course Descriptions:

Module 1: Becoming a Close Reader and Writing to Learn - Stories of Human Rights

Students launch the year by building their close reading skills. They read the novel *Esperanza Rising* by Pam Muñoz Ryan, and apply their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. Through close reading, interpretation, and analysis of fiction and non-fiction texts, students begin to build their understanding of human rights. Throughout the first unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in *Esperanza Rising* where human rights are threatened. They write a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, and describe how each character responds to the event. In the final unit, students plan, write, and ultimately perform monologues based on events from *Esperanza Rising* where human rights are threatened.

Module 2: Researching to Build Knowledge and Teach Others - Biodiversity in the Rainforest

In this module, students read to build knowledge about the rainforest and analyze the author's craft in narrative writing to build proficiency in writing first-person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest in order to understand why scientists, like Meg Lowman in *The Most Beautiful Roof in the World* by Kathryn Lasky, study the rainforest. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest, and the challenges associated with being an ethical consumer, in order to participate in a collaborative discussion. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader understand what it is like in the rainforest by analyzing the author's use of figurative, concrete and sensory language. With a deeper understanding of the author's craft, in Unit 3 students write

first-person narratives, building out a scenario from 'The Most Beautiful Roof in the World' using concrete and sensory language to describe the rainforest as though they were actually there.

Module 3: Considering Perspectives and Supporting Opinions - Athlete Leaders of Social Change

In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students begin by learning about Jackie Robinson through *Promises to Keep: How Jackie Robinson Changed America*, written by Jackie's daughter, Sharon. Students gather factors that led to Jackie Robinson's success in leading social change and then develop an opinion on which factor (or factors) were most important in his success. Students finish the module by reading about other athletes who were leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have.

Module 4: Gathering Evidence and Speaking to Others - The Impact of Natural Disasters

In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. They begin by researching natural disasters in expert groups, reading informational texts, and creating PSAs (public service announcements) about how to stay safe during a natural disaster. Students then read and analyze literary texts about the aftermath of natural disasters including poems, and *Eight Days: A Story of Haiti* by Edwidge —a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti.

In addition, students will analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students then analyze how the narrator's or speaker's point of view influences how events are described. At the end of the module, they take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, they present their PSAs to a live audience, unpack an emergency preparedness kit giving the rationale for the items included, and distribute an informational leaflet.

Module 1: Becoming a Close Reader and Writing to Learn - Stories of Human Rights

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will enhance their close reading skills by analyzing *Esperanza Rising* and relevant UDHR articles, focusing on human rights themes in the narrative.
- Students will write a four-paragraph essay comparing how two characters respond to a significant event, interpreting their actions in relation to human rights.
- Students will create and perform monologues based on key events in *Esperanza Rising* where human rights are threatened, expressing their understanding of the characters' perspectives.

Essential Questions

- What are human rights, and how can they be threatened?
- How can we use writing to raise awareness of human rights issues?

Enduring Understandings

- Human rights belong to everyone, but they can look different to different people in different places.
- We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.
- We can raise awareness of human rights issues by writing about the issues fictional characters face.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Reading Foundational Skills

- Phonics and Word Recognition
 - L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Fluency

Lessons

Unit 1: Human Rights

Lesson 1: Discovering Our Topic

- *I can infer the topic of this module from the resources.*
- *I can generate norms for effective discussion.*

Lesson 2: Establishing Reading Routines

- *I can describe how pages 1-3 of *Esperanza Rising* contribute to the overall structure of the story.*
- *I can select a research reading book that I want to read.*

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Foundational Skills

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.

Lesson 3: Establishing Reading Routines

- *I can describe how pages 4-22 of Esperanza Rising contribute to the overall structure of the story.*
- *I can describe the historical setting of Esperanza Rising.*

Lesson 4: Introducing the Universal Declaration of Human Rights

- *I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights.*
- *I can make connections between Esperanza Rising and the Universal Declaration of Human Rights.*

Lesson 5: Close Reading

- *I can describe how pages 23-38 of Esperanza Rising contribute to the overall structure of the story.*
- *I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text.*

Lesson 6: Determining Main Ideas and Summarizing

- *I can determine the main ideas and summary Article 23 of the Universal Declaration of Human Rights.*
- *I can describe how pages 39-57 of Esperanza Rising contribute to the overall structure of the story.*

Lesson 7: Close Reading

- *I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text.*
- *I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights.*

Lesson 8: Close Reading

- *I can describe how pages 58-80 of Esperanza Rising contribute to the overall structure of the story.*

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed. ● L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Reading Literature ● RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. ● RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. ● RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Reading Informational Text	● <i>I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights.</i> Lesson 9: Mid-Unit 1 Assessment ● <i>I can quote accurately from Article 13 to answer questions about it.</i> ● <i>I can determine the main ideas and summarize Article 13 of the Universal Declaration of Human Rights.</i> Lesson 10: Text-Based Discussion ● <i>I can quote accurately from the text to make connections between Esperanza Rising and the UDHR.</i> ● <i>I can prepare for and follow discussion norms to have an effective text-based discussion about evidence of threats to human rights in Esperanza Rising.</i> Lesson 11: Preparing for a Text-Based Discussion ● <i>I can quote accurately from the text to make connections between Esperanza Rising and the UDHR.</i> ● <i>I can prepare for a text-based discussion about evidence of threats to human rights in Esperanza Rising.</i> Lesson 12: End of Unit 1 Assessment ● <i>I can quote accurately from the text to make connections between Esperanza Rising and the UDHR.</i> ● <i>I can follow discussion norms to have an effective text-based discussion.</i> Unit 2: Threats to Human Rights in <i>Esperanza Rising</i> Lesson 1: Analyzing Character Reactions ● <i>I can analyze the reactions of characters to the camp in "Las Cebollas."</i> ● <i>I can write a paragraph about a character's reaction to the camp in "Las Cebollas."</i>
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- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

Writing Standards

- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker,

Lesson 2: Metaphors in *Esperanza Rising*

- *I can describe how pages 121-138 of Esperanza Rising contribute to the overall structure of the story.*
- *I can interpret metaphors in “Las Almendras.”*

Lesson 3: Analyzing Character Reactions

- *I can describe how pages 139-157 of Esperanza Rising contribute to the overall structure of the story.*
- *I can analyze and write a paragraph about the reactions of characters to Mama’s sickness in “Las Ciruelas.”*

Lesson 4: Metaphors in *Esperanza Rising*

- *I can describe how pages 158-178 of Esperanza Rising contribute to the overall structure of the story.*
- *I can interpret metaphors in “Las Papas.”*
- *I can identify themes in Esperanza Rising.*

Lesson 5: Making Connections

- *I can describe how pages 179-198 of Esperanza Rising contribute to the overall structure of the story.*
- *I can quote accurately from Esperanza Rising and the UDHR to answer questions about “Los Aguacates.”*

Lesson 6: Analyzing Character Reactions

- *I can describe how pages 199-213 of Esperanza Rising contribute to the overall structure of the story.*
- *I can analyze and write a paragraph about the reactions of characters to the strike in “Los Esparragos.”*

Lesson 7: Analyzing Character Reactions

- *I can describe how pages 214-233 of Esperanza Rising contribute to the overall structure of the story.*

evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

- *I can analyze and write a paragraph about the reactions of characters to the strike in "Los Duraños."*

Lesson 8: Writing a Character Reaction Paragraph

- *I can write a paragraph about Esperanza's reaction to Miguel losing his job in "Los Duraños."*
- *I can critique my partner's character reaction paragraph and provide kind, helpful, and specific feedback.*

Lesson 9: Metaphors in *Esperanza Rising*

- *I can describe how pages 234-253 of Esperanza Rising contribute to the overall structure of the story.*
- *I can interpret metaphors in "Las Uvas."*
- *I can identify themes in Esperanza Rising.*

Lesson 10: Mid-Unit 2 Assessment

- *I can interpret metaphors in Esperanza Rising.*
- *I can identify themes in Esperanza Rising.*
- *I can analyze the reactions of characters to Isabel not being Queen of the May in Esperanza Rising.*

Lesson 11: Character Reactions in *Esperanza Rising*

- *I can write a two-voice poem showing the reactions of two characters to an event/situation in Esperanza Rising.*

Lesson 12: Writing a Literary Essay

- *I can use the Painted Essay structure to analyze a model.*

Lesson 13: Writing a Literary Essay

- *I can plan and write an introductory paragraph for my essay.*
- *I can recognize and write a complete sentence.*

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 14: Writing a Literary Essay

- *I can write Proof Paragraphs 1 and 2 of my essay.*

Lesson 15: Writing a Literary Essay

- *I can plan and write the conclusion paragraph of my essay.*

Lesson 16: End of Unit 2 Assessment

- *I can critique my partner's essay and provide kind, helpful, and specific feedback.*
- *I can revise my literary essay based on peer feedback.*

Unit 3: Human Rights

Lesson 1: Preparing to Write

- *I can generate norms for effective collaboration with my monologue group.*
- *I can determine the characteristics of a monologue by analyzing an example.*

Lesson 2: Writing Narrative Texts

- *I can form verbs in the perfect verb tenses.*
- *I can identify the characteristics of the beginning of a monologue.*
- *I can plan the beginning of a monologue that establishes the situation and introduces the characters.*

Lesson 3: Writing Narrative Texts

- *I can identify the characteristics of the middle of a monologue.*
- *I can plan the middle of a monologue that explains how the narrator responds to the event or situation.*

Lesson 4: Writing Narrative Texts

- *I can plan the ending of a monologue that provides a satisfying conclusion.*
- *I can provide a peer with kind, helpful, and specific feedback on his or her Monologue Planning Graphic Organizer: Esperanza Rising.*

Lesson 5: Mid-Unit 3 Assessment

- *I can draft a monologue that establishes the situation and introduces the characters, explains how the narrator responds to the event or situation, and provides a sense of closure.*

Lesson 6: Writing Narrative Texts

- *I can form and use verbs in the perfect verb tenses.*
- *I can revise my monologue to precisely convey experiences and for the perfect verb tenses.*

Lesson 7: Writing Narrative Texts

- *I can provide a peer with kind, helpful, and specific feedback on his or her monologue draft.*
- *I can revise my monologue to use a narrative voice that is appropriate to the story I'm telling and engages the audience.*

Lesson 8: Performance Task

- *I can determine the characteristics of a Directors' Note by analyzing an example.*
- *I can gather information about the human rights threatened in my monologue group's event from Esperanza Rising.*

Lesson 9: Performance Task

- *I can gather evidence about the human rights threatened in my monologue group's event from Esperanza Rising.*
- *I can fluently read my monologue aloud.*

Lesson 10: Performance Task

- *I can draft an informational text explaining the human rights threatened in my monologue group's event from Esperanza Rising and how people are impacted by this issue today.*
- *I can fluently read my monologue aloud.*

Lesson 11: End of Unit 3 Assessment

	● <i>I can form and use verbs in the perfect verb tenses.</i> ● <i>I can revise my Directors' Note so it is appropriate for the task, purpose , and audience and for the perfect verb tenses.</i> ● <i>I can read an excerpt from Esperanza Rising aloud fluently.</i> Lesson 12: Performance Task ● <i>I can publish my monologue group's program.</i> ● <i>I can read an excerpt from Esperanza Rising aloud fluently.</i> Lesson 13: Performance Task ● <i>I can read my monologue aloud fluently.</i>
Differentiation	Assessments
Content Connections College, Career, and Civic Life C3 Framework for Social Studies State Standards: ● <i>D2.Civ.3–5: Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</i> ● <i>D2.Civ.4.3–5: Explain how groups of people make rules to create responsibilities and protect freedoms.</i> ● <i>D2.Civ.7.3–5: Apply civic virtues and democratic principles in school settings.</i> ● <i>D2.Civ.10.3–5: Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</i> ● <i>D2.Geo.2.3–5: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</i> ● <i>D2.His.2.3–5: Compare life in specific historical time periods to life today.</i> ● <i>D2.His.4.3–5: Explain why individuals and groups during the same historical period differed in their perspectives.</i> ● <i>D2.His.14.3–5: Explain probable causes and effects of events and developments.</i> ● <i>D3.4.3–5: Use evidence to develop claims in response to compelling questions.</i>	Formative Assessments: ● <i>Circulate and listen for what students already know</i> ● <i>Collect work time activities</i> ● <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: ● Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR ○ <i>Selected response and short constructed response</i> ● End of Unit 1 Assessment: Text-Based Discussion: Threats to Human Rights in <i>Esperanza Rising</i> ○ <i>Text -based discussion and short constructed response</i> ● Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions ○ <i>Selected response questions and short constructed response</i> ● End of Unit 2 Assessment: Revising a Literary Essay ○ <i>Revising a scaffolded essay</i> ● Mid-Unit 3 Assessment: Narrative Monologue: Describing an

- *D4.6.3–5: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.*

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: CommonLit, Newsela, Readworks, storylineonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Event from *Esperanza Rising*

- *On-Demand narrative*
- **End of Unit 3 Assessment: Revising Writing and Reading Fluency**
 - *Revising an informational essay*
- **Performance Task: Monologue Performance and Program**
 - *Theatrical performance and written program*

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Required Texts to Support Unit:

- A Life Like Mine: How Children Live Around the World. DK Publishing. (RI)
- Esperanza Rising. Muñoz Ryan, Pam. (RL, 750L)
- “The Universal Declaration of Human Rights—Abridged for Youth.” (RI, 700L)

Module 2: Researching to Build Knowledge and Teach Others - Biodiversity in the Rainforest

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will gain a comprehensive understanding of rainforest biodiversity and the importance of ethical consumption by researching deforestation and ways to help the rainforest.
- Students will analyze how authors use figurative, concrete, and sensory language in narrative texts to convey the rainforest experience, enhancing their appreciation of narrative techniques.
- Students will write engaging first-person narratives inspired by *The Most Beautiful Roof in the World*, employing concrete and sensory language to vividly depict the rainforest environment.

Essential Questions

- Why do scientists study the rainforest?
- How do authors engage the reader in narratives?
- How does a narrator's or speaker's point of view influence how events are described?
- What can we do to help the rainforest?

Enduring Understandings

- Scientists study the rainforest because it is home to diverse life and to determine the impact of deforestation on biodiversity.
- Narrative authors engage readers by researching what they are writing about to describe it accurately and precisely through concrete and sensory language.
- A first person narrative helps us to see exactly how one character thinks and feels in response to a situation, while a third person narrative helps us to understand the thoughts and feelings of more than one character.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Reading Foundational Skills

- Phonics and Word Recognition
 - L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences,

Lessons

Unit 1: Why Scientists Study the Rainforest

Lesson 1: Discovering Our Topic

- *I can infer the module topic and support my inferences with details and examples from the images and text.*
- *I can find the gist of a narrative nonfiction text.*

syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- Fluency
 - L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - D. Read grade-level text with purpose and understanding.
 - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills

- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use

Lesson 2: Reading Informational Texts

- *I can describe the structure of a text.*
- *I can analyze a summary and explain how it is effective.*

Lesson 3: Close Reading

- *I can make inferences about a text and cite evidence from the text to support my inferences.*
- *I can describe the structure of a text.*

Lesson 4: Reading Informational Texts

- *I can describe the structure of an informational text.*
- *I can summarize an informational text.*

Lesson 5: Comparing Informational Texts

- *I can compare the overall structure of two texts about the rainforest.*
- *I can make inferences about a text and cite evidence from the text to support my inferences, locating answers quickly and efficiently.*

Lesson 6: Close Reading

- *I can make inferences about a text and cite evidence from the text to support my inferences.*
- *I can describe the structure of a text.*

Lesson 7: Reading Informational Texts

- *I can summarize an informational text.*
- *I can compare the overall structure of two texts about the rainforest.*

Lesson 8: Mid-Unit 1 Assessment

- *I can summarize an informational text.*
- *I can compare the overall structure of two texts about the rainforest.*

Lesson 9: Preparing for a Text-Based Discussion

punctuation for meaning and effect.

- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Reading Literature

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Reading Informational Text

- RI.CR.5.1. Quote accurately from an informational text when

- *I can prepare for a Science Talk about why scientists study the rainforest by identifying appropriate evidence from texts about the rainforest.*

Lesson 10: Text-Based Discussion

- *I can ask questions so I am clear about what is being discussed and to build my understanding of why scientists study the rainforest.*
- *I can review the key ideas discussed and draw conclusions.*

Lesson 11: Web Research

- *I can research using several sources to answer the question: What can I do to help the rainforest?*
- *I can summarize information from a text.*

Lesson 12: End of Unit 1 Assessment, Part I

- *I can research using several sources to answer the question: What can I do to help the rainforest?*
- *I can summarize information from a text.*

Lesson 13: End of Unit 1 Assessment, Part II

- *I can ask questions so I am clear about what is being discussed and to build my understanding of how we can help the rainforest.*
- *I can review key ideas discussed and draw conclusions.*

Unit 2: Using Writing to Inform

Lesson 1: Reading Literary Texts

- *I can find the gist of a narrative text.*
- *I can describe how a narrator's point of view influences how events are described in a narrative.*

Lesson 2: Reading Literary Texts

- *I can recognize similes, metaphors, and idioms in a text.*

explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

- *I can accurately quote from a text, give context for the quote, and explain what the quote means when drawing inferences from a text.*

Lesson 3: Comparing Figurative Language

- *I can recognize and explain the meaning of similes, metaphors, and idioms in a text.*
- *I can write a paragraph explaining the similarities of the use of figurative language in two literary texts about the rainforest.*

Lesson 4: Mid-Unit 2 Assessment

- *I can recognize and explain the meaning of similes, metaphors, and idioms in a text.*
- *I can accurately quote from a text, give context for the quote, and explain what the quote means when drawing inferences from a text.*
- *I can describe how a narrator's point of view influences how events are described in a narrative.*
- *I can write a paragraph explaining the similarities of two literary texts about the rainforest.*

Lesson 5: Close Reading

- *I can explain how concrete words and phrases and sensory details convey experiences and events precisely.*
- *I can make connections between word choice and purpose.*

Lesson 6: Analyzing Texts

- *I can explain how concrete words and phrases and sensory details convey experiences and events precisely.*
- *I can make connections between word choice and purpose.*

Lesson 7: Writing a Literary Analysis Essay

- *I can work with a partner to select a focus statement and concrete and sensory language for my literary analysis essay.*

- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make

- *I can read aloud an excerpt of The Most Beautiful Roof in the World with accuracy and fluency.*

Lesson 8: Writing a Literary Analysis Essay

- *I can work with a partner to write an introduction to a literary analysis.*
- *I can read aloud an excerpt of The Most Beautiful Roof in the World with accuracy and fluency.*

Lesson 9: Writing a Literary Analysis Essay

- *I can work with a partner to write a proof paragraph for our literary analysis.*
- *I can read aloud an excerpt of The Most Beautiful Roof in the World with accuracy and fluency.*

Lesson 10: Writing a Literary Analysis Essay

- *I can work with a partner to write a proof paragraph for our literary analysis.*
- *I can link ideas in my literary analysis essay using words, phrases, and clauses.*
- *I can read aloud an excerpt of The Most Beautiful Roof in the World with accuracy and fluency.*

Lesson 11: Writing a Literary Analysis Essay

- *I can work with a partner to write a conclusion for our literary analysis.*
- *I can read aloud an excerpt of The Most Beautiful Roof in the World with accuracy and fluency.*

Lessons 12-13: End of Unit 2 Assessment

- *I can read aloud an excerpt of The Most Beautiful Roof in the World with accuracy and fluency.*
- *I can write a literary analysis essay to answer the question: What does the use of concrete language and sensory detail help you understand about the rainforest?*

Unit 3: Using Writing to Entertain

changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Career-Ready Practices

Lesson 1: Preparing to Write

- *I can find the gist of a narrative text.*
- *I can describe how a narrator's point of view influences how events are described in a narrative.*

Lesson 2: Writing Narrative Texts

- *I can identify the characteristics of the beginning of a narrative.*
- *I can plan and draft the beginning of a narrative that establishes the situation and introduces the characters.*

Lesson 3: Planning and Drafting Narrative Texts

- *I can plan and draft the middle of a narrative that develops a sequence of events that unfolds naturally and shows the response of the narrator and the response of other characters to the situation.*
- *I can explain the function of conjunctions in general and in particular sentences from "Bite at Night."*

Lesson 4: Writing Narrative Texts

- *I can identify the characteristics of the end of a narrative.*
- *I can plan and draft the end of a narrative that provides a satisfying solution to the problem.*

Lesson 5: Mid-Unit Assessment

- *I can plan and draft a narrative text that has a clear sequence of events.*

Lesson 6: Writing Narrative Texts

- *I can revise my narrative writing to speed up time in places where nothing relevant to the plot is happening.*

Lesson 7: Writing Narrative Texts

- *I can revise my narrative writing to speed up time in places where nothing relevant to the plot is happening.*

CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	● <i>I can identify conjunctions and their function in writing.</i> Lesson 8: Writing Narrative Texts ● <i>I can revise my narrative writing to slow down time when something interesting relevant to the plot is happening.</i> ● <i>I can identify interjections and prepositions, explain their function in writing, and use them in my writing.</i> Lesson 9: End of Unit Assessment, Part I ● <i>I can identify conjunctions, interjections, and prepositions and their function in writing.</i> Lesson 10: End of Unit Assessment, Part II ● <i>I can follow criteria and feedback from my teacher to revise my narrative writing.</i> Lesson 11: Performance Task ● <i>I can work with my partner to write an author's note for our Rainforest Adventures ebook.</i> Lesson 12: Performance Task ● <i>I can work with a partner to design an eye-catching front cover for our Rainforest Adventures ebook that will make students in grade 5 and above want to pick it up and read it.</i> ● <i>I can create a contents page for my Rainforest Adventures ebook.</i> Lesson 13: Performance Task ● <i>I can select and/ or create visually appealing images for my Rainforest Adventures ebook that contribute to the narratives.</i> ● <i>I can compile my narrative writing into an ebook.</i>
Differentiation	Assessments
Content Connections	Formative Assessments:

Next Generation Science Standards:

Life Science Performance Expectation:

- *5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.*
 - *LS2.A: Interdependent Relationships in Ecosystems: The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.*

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

- *Circulate and listen for what students already know*
- *Collect work time activities*
- *Listen to student talk and conversation*

Summative Assessments, Projects, and Celebrations:

- **Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts**
 - *Selected response, short constructed response, and graphic organizer*
- **End of Unit 1 Assessment: Web Research and Text-Based Discussion**
 - *Research graphic organizer and text-based discussion*
- **Mid-Unit 2 Assessment: Reading and Analyzing Literary Texts**
 - *Format: Short constructed response*
- **End of Unit 2 Assessment: Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in The Most Beautiful Roof in the World**
 - *Reading fluency and on-demand essay*
- **Mid-Unit 3 Assessment: Narrative Writing: First-Person Story Based on The Most Beautiful Roof in the World**
 - *On-demand narrative*
- **End of Unit 3 Assessment: Revising a First Person Narrative**
 - *Revising a narrative*
- **Performance Task: Rainforest Adventures Ebook**
 - *Scaffolded narratives and informative texts*

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- “Through the Brazilian Wilderness.” Written by EL Education. (RI)
- “Saving an Important Resource.” (RI)
- The Most Beautiful Roof in the World. Lasky, Kathryn. (RI, 1160L)
- “Natural Events and the Rainforest.” (RI, 970L)
- “Bite at Night.” Written by EL Education. (RL, 900L)
- Seeds of Change: Planting a Path to Peace. Johnson, Jen Cullerton. (RL, 820L)
- The Great Kapok Tree. Cherry, Lynne. (RL, 670L)

Module 3: Considering Perspectives and Supporting Opinions - Athlete Leaders of Social Change

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will identify and analyze the factors that contributed to Jackie Robinson's success as a leader of social change by reading Promises to Keep: How Jackie Robinson Changed America. They will evaluate which factors they believe were most significant in his success.
- Students will research and compare the leadership qualities of Jackie Robinson with other athletes such as Jim Abbott, examining similarities and differences in the factors that contributed to their effectiveness in leading social change.
- Students will work in pairs to develop a multimedia presentation that highlights three common qualities of effective leaders of social change. They will also collaborate in groups to create a poster that emphasizes a key personal quality necessary for leading positive change in society.

Essential Questions

- How have athletes broken barriers during the historical era in which they lived?
- What factors can contribute to an individual's success in a changing society?

Enduring Understandings

- Athletes are presented with unique opportunities to lead change.
- Individuals are shaped by and can shape society.
- A variety of factors can influence an individual's ability to effect change.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Foundational Skills

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.

Lessons

Unit 1: Case Study - Jackie Robinson

Lesson 1: Discovering our Topic

- *I can infer the topic from information in mystery quotes.*
- *I can support my inferences with details and examples from the mystery quotes.* (

Lesson 2: Reading Informational Texts

- *I can use verb tenses to convey various times, sequences, states, and conditions.*
- *I can use verb tenses to convey various times, sequences, states, and conditions.*

Lesson 3: Reading Informational Texts

- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Reading Informational Text

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view

- *I can recognize inappropriate shifts in verb tense.*
- *I can summarize an informational text. (*

Lesson 4: Reading Informational Texts

- *I can determine the main ideas of a text and explain how they are supported by key details.*
- *I can summarize an informational text.*

Lesson 5: Mid-Unit 1 Assessment

- *I can determine the main ideas of a text and explain how they are supported by key details.*
- *I can summarize an informational text.*
- *I can recognize and correct inappropriate shifts in verb tense.*

Lesson 6: Reading Informational Texts

- *I can summarize an informational text read aloud.*
- *I can write a paragraph explaining how people or events led to Jackie Robinson's success using specific information in the text.*

Lesson 7: Reading Informational Texts

- *I can summarize an informational text read aloud.*
- *I can gather evidence that supports how people or events led to Jackie Robinson's success.*

Lesson 8: Close Reading

- *I can explain how people or events led to Jackie Robinson's success using specific information in the text.*

Lesson 9: Close Reading

- *I can explain how people or events led to Jackie Robinson's success using specific information in the text.*

they represent and how that may influence the reader's interpretation.

- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Lesson 10: Reading Informational Texts

- *I can summarize an informational text.*
- *I can explain how people or events led to Jackie Robinson's success using specific information in the text.*

Lesson 11: Reading Informational Texts

- *I can gather evidence that supports how people or events led to Jackie Robinson's success.*

Lesson 12: End of Unit 1 Assessment

- *I can summarize an informational text read aloud.*
- *I can explain how people or events led to Jackie Robinson's success using specific information in the text.*

Unit 2: The Most Important Factors in Jackie Robinson's Success

Lesson 1: Reading Informational Texts

- *I can describe an author's point of view on the most important factor in Jackie Robinson's success as a leader of social change.*
- *I can use the relationship between words to better understand domain-specific vocabulary about Jackie Robinson.*

Lesson 2: Listening Closely

- *I can identify the points a speaker makes and explain how each claim is supported by evidence.*
- *I can determine the meaning of unfamiliar words from "This I Believe: Free Minds and Hearts at Work."*

Lesson 3: Close Reading

- *I can determine Jackie Robinson's point of view on the most important factor in his success in leading social change.*

- E. Provide a conclusion related to the information of explanation presented.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

- *I can summarize the points Jackie Robinson makes.*

Lesson 4: Listening Closely

- *I can identify and summarize the points the speaker makes in "Jackie Robinson: Royals to Obamas" and explain how each claim is supported by reasons and evidence.*
- *I can describe the director's point of view on the most important factor in Jackie Robinson's success in leading social change.*

Lesson 5: Reading Informational Texts

- *I can explain the similarities and differences in different author's points of view on the most important factor in Jackie Robinson's success in leading social change.*
- *I can write a paragraph comparing different authors' points of view on the factor most important in Jackie Robinson's success in leading social change.*

Lesson 6: Mid-Unit 2 Assessment

- *I can identify and summarize the points a speaker makes, and explain how each claim is supported by reasons and evidence.*
- *I can explain the similarities and differences in different people's points of view on the most important factor in Jackie Robinson's success in leading social change.*

Lesson 7: Preparing for a Text-Based Discussion

- *I can state an opinion and support it with reasons and evidence.*

Lesson 8: Text-Based Discussion

- *I can effectively participate in a text-based discussion about which factors I think were most important to Jackie Robinson's success in leading social change.*
- *I can review the key ideas discussed and draw conclusions.*

Lesson 9: Writing an Opinion Essay

- *I can use the Painted Essay structure to analyze a model.*

Lesson 10: Writing an Opinion Essay

expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
 - SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
 - SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 - SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in

- *I can plan an essay that states an opinion and has reasons that are supported by facts and details.*
- *I can give kind, helpful, and specific feedback to my partner.*

Lesson 11: Writing an Opinion Essay

- *I can use a comma to separate an introductory element from the rest of the sentence.*
- *I can write an introductory paragraph for my essay giving context on the issue and clearly stating my opinion.*

Lesson 12: Writing an Opinion Essay

- *I can write Proof Paragraph 1 of my essay using evidence from the text to support a reason for my opinion.*

Lesson 13: End of Unit 2 Assessment, Part I

- *I can write Proof Paragraph 2 and the conclusion of my essay using evidence from the text to support a reason for my opinion.*

Lesson 14: Peer Critique

- *I can link my opinion and reasons using linking words and phrases.*
- *I can use a comma to separate an introductory element from the rest of the sentence.*
- *I can give kind, helpful, and specific feedback to my partner.*

Lesson 15: End of Unit 2 Assessment, Part II

- *I can revise my writing to link my opinion and reasons using linking words and phrases.*
- *I can revise my writing to correctly use a comma to separate an introductory element from the rest of the sentence.*

Unit 3: Common Factors that Contribute to Success in Leading Social Change

Lesson 1: Close Reading

solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- *I can identify the factors that contributed to Jim Abbott's success as a leader of social change, using specific information in the text.*
- *I can compare and contrast the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to Jim Abbott's success.*

Lesson 2-3: Research

- *I can research to identify the factors that contributed to the success of my athlete as a leader of social change.*
- *I can compare and contrast the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to my athlete's success.*

Lesson 4: Independent Writing

- *I can plan an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to my athlete's success.*
- *I can use correlative conjunctions correctly.*

Lesson 5: Independent Writing

- *I can write an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to my athlete's success.*
- *I can critique my partner's essay and provide kind, helpful, and specific feedback.*

Lesson 6-7: Mid-Unit 3 Assessment

- *I can plan and write an essay comparing and contrasting the factors that contributed to Jackie Robinson's success as a leader of social change and those that contributed to another athlete's success.*
- *I can use correlative conjunctions correctly.*

Lesson 8: Planning a Presentation

- *I can analyze a model to generate criteria for an effective presentation about key factors that can contribute to success in being an effective leader of social change.*

	<i>I can plan the structure of an effective presentation about key factors that can contribute to success in being an effective leader of social change.</i> Lesson 9-10: Cerating and Practicing a Presentation <i>I can create a slideshow for an effective presentation about key factors that can contribute to success in being an effective leader of social change.</i> <i>I can use formal English and effectively present key factors that can contribute to success in being an effective leader of social change.</i> <i>I can critique another pair's presentation and provide kind, helpful, and specific feedback.</i> Lesson 11: End of Unit 3 Assessment <i>I can effectively deliver my presentation.</i> Lesson 12-13: Performance Task <i>I can plan and create a poster for a display titled "Be an Effective Leader of Change."</i>
Differentiation	Assessments
Content Connections College, Career, and Civic Life C3 Framework for Social Studies State Standards: <i>D2.Civ.12.3–5: Explain how rules and laws change society and how people change rules and laws.</i> <i>D2.Eco.2.3–5: Identify positive and negative incentives that influence the decisions people make.</i> <i>D2.His.2.3–5: Compare life in specific historical time periods to life today.</i> <i>D2.His.3.3–5: Generate questions about individuals and groups who have shaped significant historical changes and continuities.</i> <i>D2.His.16.3–5: Use evidence to develop a claim about the past.</i>	Formative Assessments: <i>Circulate and listen for what students already know</i> <i>Collect work time activities</i> <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text <i>Short constructed response and revising short passage for verb tense</i> End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas In an Informational Text <i>Selected response and short constructed response</i>

- *D3.3.3–5: Identify evidence that draws information from multiple sources in response to compelling questions.*
- *D3.4.3–5: Use evidence to develop claims in response to compelling questions.*
- *D4.1.3–5: Construct arguments using claims and evidence from multiple sources.*
- *D4.3.3–5: Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).*
- *D4.6.3–5: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.*

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

- **Mid-Unit 2 Assessment: Analyzing a short Video and Examining Point of View**
 - *Selected response, short constructed response, and graphic organizer*
- **End of Unit 2 Assessment: Opinion Essay: Factors of Jackie Robinson's Success**
 - *Scaffolded essay*
- **Mid-Unit 3 Assessment: Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers**
 - *On-demand essay*
- **End of Unit 3 Assessment: Multimedia Presentation**
 - *Presentation*
- **Performance Task: Poster: Personal Qualities to Be an Effective Leader of Change**
 - *On-demand poster*

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
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Required Texts to Support Unit:

- “Jim Abbott.” Swain, Rick. (RI)
- “This I Believe: Free Minds and Hearts at Work.” Robinson, Jackie. (audio)
- Promises to Keep: How Jackie Robinson Changed America. Robinson, Sharon. (RI, 1030L)

Module 4: Gathering Evidence and Speaking to Others - The Impact of Natural Disasters

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will research natural disasters and create public service announcements on how to stay safe during them.
- Students will analyze literary texts and visuals to understand how they convey the impact of natural disasters.
- Students will research emergency supplies, write opinion essays on essential items, and present their preparedness plans to a live audience.

Essential Questions

- How do natural disasters affect the people and places that experience them?
- How can we prepare for natural disasters?

Enduring Understandings

- Natural Disasters can devastate people and places.
- A narrator's or speaker's point of view influences how events in a literary text are described.
- Visual elements in literature contribute to the meaning, tone, and beauty of a text.
- We can prepare for a natural disaster by learning about what to do in the event of a natural disaster and preparing an emergency preparedness kit.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Reading Foundational Skills

- Phonics and Word Recognition
 - L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Lessons

Unit 1: Researching Natural Disasters

Lesson 1: Discovering Our Topic

- *I can infer the topic of this module from images, texts, and videos.*
- *I can draw conclusions about the module topic following a discussion.*

Lesson 2: Launching Research

- *I can cite evidence from a source to support answers to my research questions.*

Lesson 3: Reading Informational Texts

- Fluency
 - L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- *I can read an informational text closely and take notes in order to answer research questions.*
- *I can cite evidence from the text to support my answers to questions.*

Lesson 4: Close Read

- *I can explain how the author uses reasons and evidence to support a point.*
- *I can read an informational text closely and take notes in order to answer research questions.*

Lesson 5: Reading Informational Texts

- *I can read an informational text closely and take notes in order to answer research questions.*
- *I can cite evidence from the text to support my answers to questions.*
- *I can prepare for a Science Talk about how natural disasters affect the people and places that experience them by identifying appropriate evidence from sources about natural disasters.*

Lesson 6: Mid-Unit 3 Assessment

- *I can identify reasons and evidence an author gives to support a specific point.*

Lesson 7: Text-Based Discussion

- *I can effectively participate in a Science Talk about how natural disasters affect the people and places that experience them.*
- *I can ask questions so I am clear about what is being discussed and to build my understanding of the topic.*
- *I can review the key ideas discussed and draw conclusions.*

Lesson 8: Writing a PSA

- *I can analyze a model in order to generate criteria for an effective PSA.*

Lesson 9: Writing a PSA

- *I can plan the key points of a PSA that raises awareness about how to stay safe*

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Reading Literature

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Reading Informational Text

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in

during a natural disaster.

- *I can write the introduction for the script of my PSA.*

Lesson 10: Writing a PSA

- *I can use punctuation to separate items in a series.*
- *I can write a script for my PSA.*

Lesson 11: Writing a PSA

- *I can use a comma to set off words and phrases.*
- *I can revise my PSA for appropriateness of task, purpose, and audience.*
- *I can edit my PSA for correct grammar, capitalization, punctuation, and spelling.*

Lesson 12-13: End of Unit 1 Assessment

- *I can record my PSA.*
- *I can use punctuation to separate items in a series.*
- *I can use a comma to set off words and phrases.*

Unit 2: Analyzing Literature about Natural Disasters

Lesson 1: Reading Literature about Natural Disasters

- *I can determine a theme from details in Eight Days: A Story of Haiti.*
- *I can summarize Eight Days: A Story of Haiti.*

Lesson 2: Reading Literature about Natural Disasters

- *I can provide kind, specific, and helpful feedback to peers about their reading fluency.*
- *I can analyze how visuals in Eight Days: A Story of Haiti contribute to the meaning, tone, and beauty of the text.*

Lesson 3: Reading Literature about Natural Disasters

- *I can refer to the text to answer questions about "In the Water Where the City Ends."*

which it appears.

Writing

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and

- *I can analyze how visuals in "In the Water Where the City Ends" contribute to the meaning, tone, and beauty of the text.*

Lesson 4: Reading Literature about Natural Disasters

- *I can refer to the text to answer questions about Stanza 1 of "O' Beautiful Storm."*
- *I can analyze how visuals in "Katrina: Don't Let Her Go" contribute to the meaning, tone, and beauty of the text "O' Beautiful Storm."*

Lesson 5-6: Mid-Unit 2 Assessment

- *I can refer to the text to answer questions about "Job."*
- *I can analyze how visuals in "Job" contribute to the meaning, tone, and beauty of the text.*

Lesson 7: Analyzing Point of View

- *I can describe how a narrator's point of view in Eight Days: A Story of Haiti influences how events are described.*

Lesson 8: Analyzing Point of View

- *I can compare and contrast the varieties of English used in stories and poems.*
- *I can describe how a speaker's point of view in Stanza 1 of "O' Beautiful Storm" influences how events are described.*

Lesson 9: End of Unit 2 Assessment

- *I can compare and contrast the varieties of English used in stories and poems.*
- *I can describe how a speaker's point of view in "Job" influences how events are described.*

Unit 3: Taking Action

Lesson 1: Online Research

- *I can research online using multiple sources to answer a question.*

reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 2: Mid-Unit 3 Assessment

- *I can research online using multiple sources to answer a question.*

Lesson 3: Writing an Opinion Essay

- *I can plan an essay that states an opinion and has reasons that are supported by facts and details.*
- *I can give kind, helpful, and specific feedback.*
- *I can write an introductory paragraph for my essay, giving context on the issue and clearly stating my opinion.*

Lesson 4: Writing an Opinion Essay

- *I can write Proof Paragraphs 1 and 2 of my opinion essay using evidence from the text as a reason for my opinion.*
- *I can give kind, helpful, and specific feedback.*

Lesson 5: Writing an Opinion Essay

- *I can write the conclusion of my opinion essay.*
- *I can cite my sources.*
- *I can give kind, helpful, and specific feedback.*

Lessons 6-7: End of Unit 3 Assessment

- *I can write an opinion essay about personal items to include in an emergency preparedness kit.*
- *I can provide kind, specific, and helpful feedback.*

Lessons 8-9: Performance Task

- *I can create an emergency preparedness leaflet to prepare people to be ready for a natural disaster.*

Lesson 10: Performance Task

- *I can prepare the prompt cards for my presentation about responding to a natural disaster.*

	Lesson 11: Performance Task • <i>I can effectively deliver my presentation.</i> • <i>I can provide kind, helpful, and specific feedback.</i> Lesson 12: Performance Task • <i>I can effectively deliver my presentation.</i>
Differentiation	Assessments
Content Connections: Next Generation Science Standards: Earth and Space Science Performance Expectation: • <i>4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</i> • <i>ESS3.B: A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (4-ESS3-2)</i> College, Career, and Civic Life C3 Framework for Social Studies State Standards: • <i>D2.Geo.9.3–5: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</i> Technology Integration • Listen to audio books, videos or podcasts • Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop • Use document camera or overhead projector • Google Docs, Google Classroom, Canva, Gynzy	Formative Assessments: • <i>Circulate and listen for what students already know</i> • <i>Collect work time activities</i> • <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: • Mid-Unit 1 Assessment: Analyzing How an Author Uses Reasons and Evidence to Support Points ◦ <i>Selected Response</i> • End of Unit 1 Assessment: Recording a PSA ◦ <i>Scaffolded PSA, edit passage</i> • Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia ◦ <i>Fluency, selected response, short constructed response</i> • End of Unit 2 Assessment: Analyzing Point of View in a Poem ◦ <i>Selected response, short constructed response</i> • Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit ◦ <i>Research</i> • End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

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Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
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Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- *On-demand opinion essay*
- **Performance Task: Preparing for a Natural Disaster**
 - *Presentation*

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Required Texts to Support Unit:

- Stanza 1 of “O’ Beautiful Storm.” Gian Smith. (RI)
- “In the Water Where the City Ends” (Video). White, Simone. (RI)
- “Know the Facts, Be Empowered!” Ready.gov. (RI)
- “How Well Is Your Community Prepared?” Scholastic. (RI)
- “Hurricane Katrina: Superdome Poem” (video). Alexander, Shelton “Shakespear” . (film)
- “Job” (video). Kwame Dawes.
- Eight Days: A Story of Haiti. Edwidge, Danticat. (RL, AD820L)